

MANDIGE'E - COURAGE

Activity: Where We Find Courage

Overview

As described by Isaac in the video, the central theme of Mangide'e is courage and to be courageous. He defined this as "having the strength and the passion to do what is right". He spoke of the need to have a strong heart and how animals are able to do the right things using their hearts and that we could learn from the examples of the animals.

In this lesson, students will develop their own concept of courage through discussion and researching the actions of people considered to be courageous. They will each then share their work with the class, consolidating their thinking around the courage of the animals in the story, scripture reference to courage, and their own thoughts and findings.

Assessment:

Assessment for, as, and of learning is developed through the co-creation of learning goals and success criteria with students, based upon chosen overall and specific expectations. Teachers are encouraged to choose focus areas from the overall expectations listed in relation to this lesson.

Minds on:

Watch *The Sacred Fisher Story* as told by Isaac Murdoch. Teachers are also encouraged to use the transcription of the story as a shared reading lesson.

Watch the video discussing the concept of Mangide'e. The transcription is also provided.

Ask students how the animals in the story displayed courage. Discuss.

Read through the following quotes:

Courage is resistance to fear, mastery of fear - not absence of fear.

~ Mark Twain

I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.

~ Nelson Mandela

Courage is found in unlikely places.

~ J.R.R. Tolkien

Drawing on their own experiences and the thoughts provoked from the quotes, ask students to develop their own concept of what *courage* is and what it means to have it.

Action:

Working in pairs, have students choose a person from the list provided in the link below. Ask them to research the life experiences of this person and identify why this person is considered *courageous*.

<http://www.biographyonline.net/people/famous/courageous.html>

<https://sheisindigenous.ca/stories/>

Consolidation:

Allow students an opportunity to share their insights in regards to the research they did around the courageous person that they chose. As the pairings of students present their work, begin to consolidate some commonalities in the characteristics of a courageous person.

Ask students to reflect upon a time when they were courageous, a time when they could have been courageous but chose not to, or real life scenario in which they could be courageous, and have them record this in a short reflection.

Reconnect with the theme of courage as demonstrated by the animals in the story. Discuss the demonstration of courage by each of the animals. Discuss with students how our faith calls each one of us to be courageous.

Scripture Reference:

Deuteronomy 31:6-8

Be strong and courageous. Do not be afraid or terrified because of them, for the LORD your God goes with you; he will never leave you nor forsake you. Then Moses summoned Joshua and said to him in the presence of all Israel, "Be strong and courageous, for you must go with this people into the land that the LORD swore to their ancestors to give them, and you must divide it among them as their inheritance. The LORD himself goes before you and will be with you; he will never leave you nor forsake you. Do not be afraid; do not be discouraged.



ONLINE LEARNING SUGGESTIONS

CONTENT:

Upload the video “Mangide’e - Courage” from the website and provide a link to the page.

Have students refer back to the Fisher Story and provide the link

Provide the following quotes:

“*Courage is resistance to fear, mastery of fear - not absence of fear.*” ~ Mark Twain

“*I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.*” ~ Nelson Mandela

“*Courage is found in unlikely places.*” ~ J.R.R. Tolkien

Provide a link of biographies of people who are considered courageous

<http://www.biographyonline.net/people/famous/courageous.html>

<https://sheisindigenous.ca/stories/>

DISCUSSION:

Suggested discussion questions:

Drawing on your own experiences and the thoughts provoked from the quotes provided, what is your own concept of *courage* and what does it mean to have it?

How did the animals in the story demonstrate courage?

ASSIGNMENT:

Investigate

Choose a person from the list provided in the links

<http://www.biographyonline.net/people/famous/courageous.html>

<https://sheisindigenous.ca/stories/>

Research the life experiences of this person and identify why this person is considered *courageous*.

Create

Create a visual representation of the person you chose and how they were considered courageous

Summarize

Share upon a time when you were courageous, a time when you could have been courageous but chose not to, or a real life scenario in which you could be courageous.

Mangide'e - Courageous

Grandfather Teaching: Aakode'ewin—Bravery:

Bravery is not being afraid of being who you are. It is also being able to admit when you have erred and to know when to make amends so that you do not cause harm to yourself or others. To be brave is being able to face new challenges and to look for new lessons that will help you to grow personally. Bravery must come from the heart in order to do something you have never done before or to face something that you fear. Bravery is about doing what is right even when the consequences are unpleasant.

~Nancy Rowe, Mississaugas of the Credit First Nation

Ontario Catholic School Graduate Expectations

The Ontario Catholic Graduate School Expectations provide a set of overriding principles that serve to guide Catholic students through their Catholic education faith journey. The expectations serve as a continuous reminder of the behaviours that are to be exemplified throughout their lives.

Connected Expectation:

A Reflective, Creative and Holistic Thinker: *who solves problems and makes responsible decisions with an informed moral conscience for the common good.*

Virtues Program

Virtue: Self-Control (January) is regulating your thoughts and actions so that you stop any pressures from within or without and act the way you know and feel is right. Developing loving habits helps us to respond lovingly to others in our choices and actions.

Possible Connections to Ontario Ministry of Education Curriculum Documents

RELIGIOUS EDUCATION

GRADE 4

Living a Moral Life

ML2: Explain how we are called, through the help of our consciences, to discover God's truth and obey God's will.

Living in Solidarity

LS1: Understand that there is a legitimate role and need for the charism of authority to ensure and promote the common good of society and that the Christian witness is a duty of obedience to the just laws (i.e. moral order) which promote the human community.

LS2: Focus: the common good and stewardship of creation

Demonstrate an understanding of how the gifts received as human beings invite us to be responsible stewards of creation (i.e. natural world created by God) and to bring about His reign in the human community (i.e. common good of societies and nations of the earth).

GRADE 5

Living a Moral Life

ML2: Demonstrate an understanding of conscience as a source of help in judging our moral actions and our responsibility for the results of our actions.

Living in Solidarity

LS2: Focus: Fundamental love for the poor and vulnerable

Understand that human solidarity in our Christian living, understood as "friendship", is reflected in the example of Jesus who calls us to act justly by putting the needs of the poor and vulnerable first.

LS3: Demonstrate an understanding of Christianity as a religion that seeks unity within the experience of diversity.

GRADE 6

Living a Moral Life

ML1: Demonstrate an understanding of how the Natural Moral Law is the foundation for the Decalogue (i.e. Ten Commandments) and that they express the norms of reason for judging human morality and the building of the human community.

ML3: Demonstrate an understanding of the important personal responsibility that each person has to form their moral conscience as a sign of Christian maturity and a commitment to the call to holiness.

Living in Solidarity

LS1: Understand that each person is responsible for participation in society, to discern, to freely choose their vocation and to make a contribution in the world.

LS2: Focus: Principle of Rights and Responsibilities

Understand that by virtue of our human dignity, out of respect for equality and diversity of being and the common good, all human beings are to enjoy certain fundamental human rights (e.g. the right to life, liberty, religious freedom, food, shelter, health care, education, and employment).

FAMILY LIFE

Created and Loved by God

A1. Appreciating God's Goodness: demonstrate an appreciation that humans have been created in the image of a loving God.

A2. Exploring Human Nature: demonstrate an understanding of the ways in which humans are both unique and share a common human nature with each other.

Living in Relationship

B1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by living in relationship with others.

B2. Exploring Human Nature: demonstrate an understanding of the ways in which the bonds of family and friendship are central to human life and shape human identity and development.

B3. Reflecting, Responding, and Analyzing: apply an understanding of the role of relationships in shaping human identity and development in personally relevant contexts.

Created Sexual: Male and Female

C1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by creating, protecting, and sustaining life.

Growing in Commitment

D1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by committing to faithful relationships.

D2. Exploring Human Nature: demonstrate an understanding of the ways in which humans grow in their ability to develop committed and trustworthy relationships.

Living in the World

E1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by caring for all of God's gifts of creation.

E2. Exploring Human Nature: demonstrate an understanding of the ways in which humans participate in society and fulfill the responsibility to care for and build God's world.

E3. Reflecting, Responding, and Analyzing: apply an understanding of the global dimension of human nature in personally relevant contexts.

LANGUAGE ARTS

Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

SOCIAL STUDIES

GRADE 4

Heritage and Identity: Early Societies, 3000 BCE–1500 CE

A1. Application: compare key aspects of life in a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society (FOCUS ON: Continuity and Change; Perspective)

A2. Inquiry: use the social studies inquiry process to investigate ways of life and relationships with the environment in a few early societies (to 1500), including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies (FOCUS ON: Interrelationships)

A3. Understanding Context: demonstrate an understanding of key aspects of a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other (FOCUS ON: Significance)

People and Environments: Political and Physical Regions of Canada

B1. Application: assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada (FOCUS ON: Cause and Consequence; Interrelationships)

B2. Inquiry: use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada (FOCUS ON: Perspective)

B3. Understanding Context: identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them (FOCUS ON: Significance; Patterns and Trends)

GRADE 5

Heritage and Identity: First Nations and Europeans in New France and Early Canada

A1. Application: analyse some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713

A2. Inquiry: use the social studies inquiry process to investigate aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713 from the perspectives of the various groups involved

A3. Understanding Context: describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France

People and Environments: The Role of Government and Responsible Citizenship

B1. Application: assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues (FOCUS ON: Interrelationships; Cause and Consequence)

B2. Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues (FOCUS ON: Perspective)

B3. Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments (FOCUS ON: Significance)

GRADE 6

Heritage and Identity: Communities in Canada, Past and Present

A1. Application: assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions (FOCUS ON: Cause and Consequence; Patterns and Trends)

A2. Inquiry: use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada (FOCUS ON: Perspective)

A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and

contemporary communities, including First Nations, Métis, and Inuit communities, in Canada (FOCUS ON: Significance; Continuity and Change)

People and Environments: Canada's Interactions with the Global Community

B1. Application: explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena (FOCUS ON: Interrelationships; Perspective)

B2. Inquiry: use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues (FOCUS ON: Cause and Consequence)

B3. Understanding Context: describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement (FOCUS ON: Significance; Patterns and Trends)

SCIENCE

GRADE 4

Understanding Life Systems: Habitats and Communities

1. analyse the effects of human activities on habitats and communities;
2. investigate the interdependence of plants and animals within specific habitats and communities;
3. demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.

Understanding Structures and Mechanisms: Pulleys and Gears

1. evaluate the impact of pulleys and gears on society and the environment;
2. investigate ways in which pulleys and gears modify the speed and direction of, and the force exerted on, moving objects;
3. demonstrate an understanding of the basic principles and functions of pulley systems and gear systems.

Understanding Matter and Energy: Light and Sound

1. assess the impact on society and the environment of technological innovations related to light and sound;
2. investigate the characteristics and properties of light and sound;
3. demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties.

Understanding Earth and Space Systems: Rocks and Minerals

1. assess the social and environmental impacts of human uses of rocks and minerals;
2. investigate, test, and compare the physical properties of rocks and minerals;
3. demonstrate an understanding of the physical properties of rocks and minerals.

GRADE 5



Understanding Life Systems: Human Organ Systems

1. analyse the impact of human activities and technological innovations on human health;
2. investigate the structure and function of the major organs of various human body systems;
3. demonstrate an understanding of the structure and function of human body systems and interactions within and between systems.

Understanding Structures and Mechanisms: Forces Acting on Structures and Mechanisms

1. analyse social and environmental impacts of forces acting on structures and mechanisms;
2. investigate forces that act on structures and mechanisms;
3. identify forces that act on and within structures and mechanisms, and describe the effects of these forces on structures and mechanisms.

Understanding Matter and Energy: Properties of and Changes in Matter

1. evaluate the social and environmental impacts of processes used to make everyday products;
2. conduct investigations that explore the properties of matter and changes in matter;
3. demonstrate an understanding of the properties of matter, changes of state, and physical and chemical change.

Understanding Earth and Space Systems: Conservation of Energy and Resources

1. analyse the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources;
2. investigate energy transformation and conservation;
3. demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved.

GRADE 6

Understanding Life Systems: Biodiversity

1. assess human impacts on biodiversity, and identify ways of preserving biodiversity;
2. investigate the characteristics of living things, and classify diverse organisms according to specific characteristics;
3. demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.

Understanding Structures and Mechanisms: Flight

1. assess the societal and environmental impacts of flying devices that make use of properties of air;
2. investigate ways in which flying devices make use of properties of air;
3. explain ways in which properties of air can be applied to the principles of flight and flying devices.

Understanding Matter and Energy: Electricity and Electrical Devices

1. evaluate the impact of the use of electricity on both the way we live and the environment;
2. investigate the characteristics of static and current electricity, and construct simple circuits;
3. demonstrate an understanding of the principles of electrical energy and its transformation into and from other forms of energy.

Understanding Earth and Space Systems: Space

1. assess the impact of space exploration on society and the environment;
2. investigate characteristics of the systems of which the earth is a part and the relationship between the earth, the sun, and the moon;
3. demonstrate an understanding of components of the systems of which the earth is a part, and explain the phenomena that result from the movement of different bodies in space.

THE ARTS

DRAMA

- B1. Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

DANCE

- B1. Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

MUSIC

- C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;

C2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.

VISUAL ARTS

D1. Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

D2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.